

## Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

Your Name	Connor Sabia
What is the performance task for your unit?	In an attempt to motivate adolescents in learning and understanding mathematics, Khan Academy has launched a new and engaging activity that requires students from schools around the United States to create a website that demonstrates their knowledge of mathematics. Khan Academy executives, especially Khan Academy's CEO Salman Khan, are on the hunt for new and creative websites that provide students, teachers, and mathematicians with an easy, engaging, and understanding access to mathematics. The Khan Academy team has come to you all and asked for groups of students to create a mathematical website on the current mathematics lesson you are studying on (unit circles), and present that website and its features in a 5-7 minute presentation at the next TED Talk Conference in Vancouver, Canada in front of Khan Academy's CEOs and Salman Khan. When presenting to Salman Khan, please dress professionally, be ready and prepared to present, and enthusiastic when presenting. Good luck!
What technology will students use to create the performance task (if more than one, differentiate between what is	1. Required: a. iMovie b. Google Sites

an option and what will be required)	2. Optional Addition: a. Garageband (Voiceover)
Lesson # in which students will create the performance task	This is mixture of lesson #6 and a collective evaluation on the unit circle and trigonometric values.

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Outline of Website	<a href="http://www.juliesharma.com/teaching/gettingstartedwithgooglesites">http://www.juliesharma.com/teaching/gettingstartedwithgooglesites</a>  This website provides helpful advice on starting, navigating, and creating a website from Google Sites.	I will introduce this in the beginning of the performance task. I will most likely set time aside in the school's computer lab where students can use this website and its features to set up a Google Site. I will also work with the media specialist so he or she can teach and help students set up their Google Sites.
Script on iMovie	<a href="http://www.videomaker.com/article/1614-how-to-write-a-script-putting-words-to-work-in-your-videos">http://www.videomaker.com/article/1614-how-to-write-a-script-putting-words-to-work-in-your-videos</a>  This website provides helpful tips on creating, formatting, and writing a script for a movie.	In lesson #6, students will have to create a mathematics lesson using iMovie, which will provide students the knowledge of creating and writing a script.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Recording Video with a Video Camera	<a href="http://camcorders.about.com/od/videorecordingtips/a/ShootingTips.htm">http://camcorders.about.com/od/videorecordingtips/a/ShootingTips.htm</a>  This website provides helpful advice on using and recording with a video camera.	In lesson #6, students will have to create a mathematics lesson using iMovie, which will provide students the knowledge of using and recording with a video camera.
Understanding Copyright	<a href="http://web.law.duke.edu/cspd/comics/">http://web.law.duke.edu/cspd/comics/</a>  This website provides a comic about the advantages and disadvantages of copyrighting, fair use, and the public domain.  <a href="http://www.youtube.com/watch?v=4bK8AZSYtPU">http://www.youtube.com/watch?v=4bK8AZSYtPU</a>  This video provides an alternative look at the advantages and disadvantages of copyrighting, fair use, and the public domain.	In lesson #2 and #6, students will understand the concepts on copyrighting when they create a poster using Glogster and filming a mathematics lesson using iMovie.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Editing/ Refining iMovie	<a href="http://www.youtube.com/watch?v=PZcfLjegyCc">http://www.youtube.com/watch?v=PZcfLjegyCc</a>  This video demonstrates a tutorial on creating,	In lesson #6, students will have to create a mathematics lesson using iMovie, which will provide students the

	editing, and revising film in iMovie.	knowledge of editing film in iMovie.
Editing/ Refining Google Sites	<a href="https://sites.google.com/site/siteshelphowtos/google-sites-instructions">https://sites.google.com/site/siteshelphowtos/google-sites-instructions</a>  This website provides a basic understanding of how to refine a Google Site	I will introduce this in the beginning of the performance task. I will most likely set time aside in the school's computer lab where students can use this website and its features to set up a Google Site. I will also work with the media specialist so he or she can teach and help students set up their Google Sites.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Export Video as .mp4 or .mov	<a href="http://www.youtube.com/watch?v=Zw8GaDN5yC8">http://www.youtube.com/watch?v=Zw8GaDN5yC8</a>  This video visually explains how to export video in an .mp4 format to your desktop.	In lesson #6, students will have to create a mathematics lesson using iMovie, which will provide students the knowledge of exporting their film as an .mp4 or .mov file.
Export .mp4 or .mov Video on Google Drive	<a href="https://support.google.com/drive/answer/2424368?hl=en">https://support.google.com/drive/answer/2424368?hl=en</a>  This website provides simple information and a visual tutorial on exporting .mp4 video documents on Google Drive	In lesson #6, students will have to create a mathematics lesson using iMovie, which will provide students the knowledge of exporting their film on their Google Drive.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Exporting Videos on their Google Site	<a href="https://sites.google.com/site/amslerclassroom/embed-or-link-a-video">https://sites.google.com/site/amslerclassroom/embed-or-link-a-video</a>  This website provides a basic understanding of downloading videos to the student's Google Site from multiple sources.	In lesson #6, students will have to create a mathematics lesson using iMovie, which will provide students the knowledge of submitting their video on my class website. I will remind them again in the beginning of the performance task.